



A Study on “Marginal People” in Classroom Based on Three-dimensional Interaction Theory

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Abstract: classroom “marginal person” refers to the students who have been away from educational thought for a long time, analyze the causes and characteristics of the formation of “marginal people” in the classroom, take different measures from the angle of pedagogy, and strengthen the learning motivation by using individual differences.

Keywords: marginal people, triadic theory, Classroom Teaching

1. An Overview of the Concept of “Marginal People” in Class

German psychologist K Lewin first put forward this concept, he believes that the concept of social change can also be applied to personal social psychological changes. The change of social status can change the psychological and behavioral characteristics of individuals. The emergence of marginal people is an inevitable product of the development of modern society and has a special impact on everyone’s behavior throughout the transition period.

1.1 The Meaning of “Marginal Person” in Class

With the deepening of China’s research on the field of education, the concept of marginal people has been cited in classroom education. In classroom teaching, “marginal person” means that some students are separated from the mainstream educational thought and can not be properly integrated into the classroom order of class teaching. It is difficult to establish good interpersonal relationship with students after class. Label by tips” excluded “and” unsocial “and so on. This phenomenon exists between different student groups and different countries. In today’s society, which emphasizes quality education, the phenomenon of “marginal people” in classroom needs to be improved urgently.

1.2 The Main Characteristics of “Marginal People” in Class

1.2.1 Apparent inferiority complex

Students on the edge of the classroom generally have a more serious inferiority complex, dare not boldly express themselves and dare not show their true thoughts, worry about being laughed at by people around, lack of self-confidence. When the teacher asks questions, he is silent or shows great tension

1.2.2 Low enthusiasm for classroom interaction

When there are practical activities in class, these students often escape or are not interested at all, through various ways to reduce their sense of existence, afraid to express themselves, do not want to attract the attention of teachers and students.

1.2.3 No normal relationships

The “marginal people” are usually more withdrawn, and unable to become friends with other students in the class. They often immersed in their own small world, treating others in a state of mind for a long time.

1.3 Briefly describes the situation of “marginal people” in contemporary university

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classrooms.

The situation of marginal people in contemporary university classroom is especially serious. Most students tend to choose the back seat away from the podium in class to avoid some questions and answers and teachers' attention in the classroom. Some teachers assign speaking or speaking tasks, and some students even choose to avoid such class speeches by skipping classes. In the long run, these students have become invisible and transparent people in the eyes of teachers, and the relationship between teachers and students is alienated and the sense of existence in the class is extremely low. And most marginal people do not participate in any community activities and daily competitions, never hold any class cadre title.

2. Analysis of the Reasons for the Formation of “Marginal People” in Classroom Based on Three-element Interaction Theory

Bandura's ternary interaction determinism holds that in human psychological function, the internal factors, behavior and environmental influence of human decisive factors, and the three determinants are a continuous interaction. Therefore, we can analyze the learning atmosphere of the class, the teacher's teaching behavior and the students' own internal factors.

2.1 Negative atmosphere within the class

In the daily class students get along with each other, there will inevitably be friction, if these problems can not be solved in time and effectively, in the long run will affect the harmony within the class. If the students in the class form a small group, it may have serious consequences: if the class is not United, the heavy may induce bullying. And these usually taciturn, low sense of existence of the “marginal people” students naturally became the object of bullying. To a great extent, this will lead to a very serious psychological trauma to the “marginal” tendency.

2.2 Teachers' misbehave in class

Teachers are professionals who perform the duties of education and teaching, and undertake the mission of teaching and educating people, training socialist builders and successors, and improving national literacy. Demonstration is the most prominent feature of teachers, teachers' speech and behavior have a demonstration role. The influence of teachers on students is not temporary and has long-term effect. Some teachers pay too much attention to the students' subject scores, in order to improve the students' test scores, give students greater pressure, do not pay attention to the students' physical and mental health. And in the class division of superior and inferior students, pay special attention to top students; on the other hand, inferior students, they are usually arranged in the back of the classroom, do not pay attention to the growth and development of such groups of people, over time, they become the classroom “marginal people.”

2.3 Students' self-identity is not high

Some students are introverted and shy, not talkative, afraid to show themselves in front of others, and more afraid of being paid special attention by teachers. Negative burnout or no interest in classroom things, classroom participation is extremely low. Put oneself outside classroom education, then self-heating incarnate as classroom “marginal person”.

2.4 Improper or absent family education

Parents are the first teachers of children, if parents take the wrong educational methods in the period of children's enlightenment, then the children are likely to have adverse psychology to learning and become “marginal people”. Some parents give their children insufficient care because of work reasons, which is not conducive to the development of their children's sound personality. Or because the family income level is low, can not participate in the extra interest class, limits the child's development, thus greatly has hit the child's self-confidence and the ambition, has reduced their classroom participation enthusiasm, strengthened the marginal attribute.

3. From the angle of pedagogy, the phenomenon of “marginal person” in classroom is resolved

Education plays an indescribable role in resolving the phenomenon of “marginal people” in the classroom. Teachers can effectively improve this situation according to their own experience and relevant theories, so that the harmonious

development of the class can be made, and the “marginal people” in the classroom can actively integrate into the interaction within the class

3.1 Different educational approaches to individual differences

First of all, the teacher should not have any prejudice to the students’ ability and intelligence, and should correctly treat the different levels of intelligence between the students and carry out targeted education. In the process of teaching, we should fully mobilize the positive factors in the personality of “marginal people” students, give individual guidance on the ways and methods of learning, carry out teaching in a targeted way, and teach students according to their aptitude. Help them consciously overcome psychological negative aspects. Encourage students to self-education, inspire students to understand the advantages and disadvantages of their own personality to develop personality training plans and methods.

3.2 Paying attention to students’ psychological development and stimulating students’ learning motivation

Because of the different cognitive differences of different students, teachers should be good at observing or listening to students’ learning demands and mental health, so as to create and stimulate students’ learning motivation. Set up external motivation, internal motivation, internal motivation and external motivation alternately transformation. Create appropriate problem situations, implement heuristic education, and stimulate students’ desire for knowledge. Make full use of feedback information to give appropriate evaluation of students’ performance. At the same time, appropriate practical activities, sports activities, social services and so on should be arranged. The continuous improvement of character must be realized through concrete practical activities.

3.3 Family education can not be ignored

Because of China’s deep-rooted educational ideas for thousands of years, many parents do not realize that their way of education is wrong, and think that “there are no parents in the world “. Autocratic education seriously oppresses the enthusiasm and initiative of children. Let the child become independent, submissive, timid. Therefore, parents should change their traditional educational ideas, learn to respect their children, encourage their children, and abandon the previous high-pressure education. Properly indulge children, let them choose what they like, cultivate their independence, can better invest in learning life, in a relatively relaxed and pleasant environment to learn.

In view of the problem of “marginal people” in the classroom, we also need the in-depth study of the vast number of educators, and in order to transform the present situation of “marginal people” in the classroom, we need to educate workers, students’ families and students’ own common abilities. To promote the education system in China more perfect.

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